Turnaround Plan Guidance: Three Steps for Turnaround Planning

Turnaround Planning and the Texas Accountability Intervention System (TAIS) Framework: Development of a Turnaround Plan, like a Targeted Improvement Plan, is based on the TAIS Framework and the continuous improvement cycle. However, the focus of each type of plan is different. Targeted Improvement Plans, which are one year plans, focus on specific areas of low student performance. Turnaround Plans, which are two year plans, describe a turnaround initiative that will transform student outcomes school-wide.

This guidance document outlines the three step process for developing a Turnaround Plan and is intended for use by the Campus Intervention Team (CIT), which includes the Campus Leadership Team (CLT), district coordinator of school improvement (DCSI), and professional service provider (PSP), and any other stakeholder groups involved in plan development. Turnaround plans must be submitted for local school board approval prior to their submission for approval by the Commissioner of Education. Upon Commissioner approval, the CIT will develop an Implementation Plan to provide the specificity needed to fully operationalize the initiative.

Step 1: Develop a Shared Vision for Turnaround

The purpose of this step is to envision where a campus wants to be within two years and beyond. This step is *the most critical step of the whole process.* Create a vision that serves to inspire, motivate, and engage all stakeholders and sets the context for systemic change.

Key Considerations:

- Develop a shared vision reflecting goals and aspirations for the campus.
- Establish a sense of ownership through collaboration.
- Communicate the vision and its importance to all stakeholders.
- Create a guiding coalition that includes motivated and influential stakeholders.

Turnaround Plan Template Connection: Evidence of the visioning process should be included in the **outcome** and **communication** sections of the turnaround plan.

Step 2: Systemic Data Analysis and Needs Assessment

The purpose of this step is to identify the current cause for systemic low performance of a school system. In this step, the CIT and collaborating stakeholders will examine current and longitudinal data for each critical success factor (CSF) to develop an understanding of which elements of the current school system are contributing to low student performance and barriers to student success. The planning team will also examine current and former targeted improvement plans to identify barriers which have impeded successful implementation of strategies to improve performance.

After conducting the data analysis, the turnaround planning team will conduct a needs assessment using findings from the data analysis. Through this collaborative conversation, team members will identify 1-2 systemic root cause(s) of low student performance.

Key Considerations:

- In addition to assessment data, what other data can be analyzed?
- What is the importance of analyzing longitudinal data?
- Is there a clear understanding of each CSF?
- What strategies and interventions have been outlined in previous improvement plans?
- What have been the barriers to successful implementation of those strategies and interventions?
- Is there data that validates the systemic root cause?
- Is there a clear understanding of how addressing the systemic root cause will impact most campus systems?

Turnaround Plan Template Connection:

Results of the team's data analysis and needs assessment will be evident throughout the turnaround plan, but it will be most evident in the **Historical Narrative** (which is optional) and the **Systemic Root Cause**.

Step 3: Turnaround Planning

The purpose of this step is to decide how to achieve fundamental, sustainable turnaround at the campus level. First, the planning team will identify a turnaround initiative that will resolve the identified systemic root cause. The team will then develop a turnaround plan. The turnaround plan will state the systemic root cause(s), the turnaround initiative and the expected outcome of the initiative. Finally, the turnaround plan will describe the turnaround initiative through the initiative's anticipated effects on support systems.

The Turnaround Initiative will:

- Create 2nd order change: a fundamental shift in in campus systems and mindsets
- Address the systemic root cause of low performance and most CSFs
- Impact most staff, grade levels, content areas, *and* students
- Go beyond the scope of previous improvement efforts
- Be grounded in research

The Turnaround Initiative will not:

- Be a list of multiple, specific actions or first order changes (small steps that fine tune a system but do not significantly alter it)
- Target student outcomes for isolated content areas, grade levels, or student groups
- Focus only on professional development
- Replicate previous unsuccessful improvement efforts
- Rely on only certain individuals or leaders to implement

Key Considerations:

- How will the turnaround initiative improve student learning?

- Is it reasonable in terms of time and resources?
- How does the initiative address the systemic root cause?
- How will the turnaround initiative help the campus meet standard within two years?

Turnaround Plan Template Connection

The **turnaround initiative** will be a concise statement in the turnaround plan. A turnaround initiative should not include a list of strategies or interventions. The turnaround initiative will be broadly described in the four support systems: Communication, Processes and Procedures, Capacity and Resources and Organizational Structure. After the turnaround plan is approved by the school board and the commissioner, the campus will develop a plan to describe how the campus will implement the turnaround initiative and monitor its success. The campus implementation plan will be submitted to the agency in the 2017-2018 school year in lieu of a targeted improvement plan. Campuses meeting standard in 2017-2018 will have the option to implement, modify or withdraw their turnaround plan. If these campuses withdraw the turnaround plan, they must still develop a targeted improvement plan.